



WHITMIRE HIGH

2597 Hwy. 66
Whitmire, S.C. 29178

Grades	6-12 High School	
Enrollment	263 Students	
Principal	Joey L. Haney	803-694-3400
Superintendent	Mr. Bennie Bennett	803-321-2600
Board Chair	Mr. Jody Hamm	803-276-7552

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	At-Risk
2010	Good	At-Risk
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
4	5	24	0	2

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	80.6%	86.5%	61.5%	73.3%	76.1%	71.7%
Passed 1 subtest (%)	6.5%	5.4%	26.9%	14.1%	12.7%	17.5%
Passed no subtests (%)	12.9%	8.1%	11.5%	12.7%	12.2%	11.6%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	89.3%	89.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	41	40	257	231
Number of Graduates in Cohort	30	24	179	153
Rate	73.2%	60.0%	70.8%	71.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	41	N/A	220
Number of Graduates in Cohort	N/A	31	N/A	154
Rate	N/A	75.6%	N/A	70.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	53.8%	73.4%
English 1	48.6%	58.3%
Biology 1/Applied Biology 2	40.7%	60.5%
Physical Science	47.8%	49.4%
US History and the Constitution	62.2%	37.8%
All Tests	51.1%	55.1%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=263)				
Retention rate	1.2%	Down from 2.4%	3.6%	3.4%
Attendance rate	93.2%	Down from 94.4%	95.0%	95.0%
Served by gifted and talented program	14.8%	Up from 8.3%	13.0%	12.4%
With disabilities other than speech	8.9%	Down from 14.0%	9.8%	9.9%
Older than usual for grade	8.4%	Down from 9.2%	8.4%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 1.5%	0.4%	0.9%
Enrolled in AP/IB programs	0.0%	No Change	7.6%	13.0%
Successful on AP/IB exams	N/A	N/A	43.8%	51.7%
Eligible for LIFE Scholarship	26.9%	Down from 30.0%	29.1%	30.1%
Annual dropout rate	0.8%	Down from 1.4%	2.9%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	4.4%	2.9%
Enrollment in career/technology courses	1	Down from 2	291	419
Students participating in work-based experiences	12.0%	Up from 10.2%	12.9%	7.2%
Career/technology students attaining technical skills	N/A	N/A	83.0%	83.0%
Career/technology completers placed	N/A	N/A	98.6%	98.4%
Teachers (n=11)				
Teachers with advanced degrees	63.6%	Up from 61.5%	61.1%	61.1%
Continuing contract teachers	90.9%	Down from 100.0%	80.4%	80.6%
Teachers returning from previous year	80.8%	Up from 79.1%	85.9%	86.5%
Teacher attendance rate	96.2%	Up from 94.9%	95.8%	95.5%
Average teacher salary*	\$49,065	Down 0.3%	\$46,713	\$46,884
Professional development days/teacher	17.3 days	Up from 14.5 days	10.6 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.5	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.5 to 1	25.3 to 1	26.5 to 1
Prime instructional time	88.3%	Up from 87.9%	89.6%	89.3%
Dollars spent per pupil**	\$8,090	Down 12.5%	\$7,961	\$7,804
Percent of expenditures for teacher salaries**	62.9%	Up from 54.9%	59.1%	58.0%
Percent of expenditures for instruction**	64.1%	Up from 60.6%	62.4%	60.6%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.9%	97.3%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	28	89.3%	184	51.1%	41	73.2%	No
Gender							
Male	15	86.7%	110	42.7%	21	71.4%	N/A
Female	13	92.3%	74	63.5%	20	75.0%	N/A
Racial/Ethnic Group							
White	20	85.0%	156	53.2%	30	66.7%	N/A
African American	N/A	N/A	27	37.0%	11	90.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	31	22.6%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	13	76.9%	107	42.1%	25	72.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Whitmire Community School is a PreK-12 facility located in northern Newberry County. The school has been referred to as the hidden secret of the Sumter National Forest in a previous accreditation report. In 2003, Whitmire Elementary School (Pk-6) and Whitmire High School (7-12) joined together to form one school with one mission. WCS is a part of the School District of Newberry County and is accredited according to the AdvanceED Accreditation Standards for Quality Schools. WCS is also a High Schools That Work site, an initiative supported by Southern Regional Education Board (SREB) and the State Department of Education. The Palmetto Gold and Silver Award Program has recognized the elementary school (2006-2007) and the high school (2005-2010).

The PreK-12 setting has provided many professional development opportunities and advantages for the entire staff. Our professional learning communities (PLCs) consists of seven teams including staff from elementary, middle and high school on each. The PLC teams participate in such activities as data analysis, discussions of best practices and professional literature, and updating our strategic plan. We are able to have Vertical Team Planning across all grade-levels and content areas to become more familiar with our customers and their strengths/weaknesses. The WCS staff is able to gain knowledge of the perspective of all grade-levels and a respect for each other. Our students are also able to share their learning experiences across grade-levels with such activities as Reading with the Wolverines, Physics Day, Tutoring Programs, and a variety of presentations to each other.

Our classroom instruction is based on South Carolina curriculum standards with our focal point being reading and writing instruction. Reading and writing instruction is integrated across all content areas and the responsibility is equally shared by all of our teachers, students, parents and the community. Teachers across all content areas and grade-levels recognize "Writer's of the Month" each quarter at the Success Assemblies. Family message journals, the Wee Deliver Postal System, author visits, Reading with the Wolverines, and Read Across America Week provide authentic writing and reading opportunities throughout our school and community.

We continued a Measure of Academic Progress assessment program for grades K-10 to measure student growth in reading, language usage, and mathematics to identify each student's strengths and weaknesses. Our leadership Team will examine data and have meetings with grade-level teams and individual teachers concerning student performance on classroom, state, and computer-based assessments to establish goals and objectives for ongoing school improvement. The teachers will be provided time to share assessments and data with their peers for feedback. A daily enrichment period was scheduled for grades 3-8.

With available technology such as Smartboards in every classroom on campus, WCS continues to integrate technology into daily instruction. Teachers shared with their peers a variety of instructional/technology strategies and best practices. The use of technology in the classroom was also a focal point on professional development days.

We will continue to promote our unique PK-12 setting, use it to the advantage of student achievement, and work toward our mission of providing a safe, nurturing environment and collaborating with families and the community, to prepare all of our students for success

Joey L. Haney, Principal

Todd Johnson, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	26	27
Percent satisfied with learning environment	100.0%	76.9%	92.6%
Percent satisfied with social and physical environment	100.0%	73.1%	96.2%
Percent satisfied with school-home relations	68.2%	76.9%	77.8%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	26	100.0	19.2	42.3	34.6	3.8	46.2	63.1	68.0	No	Yes
Male	13	100.0	15.4	53.8	30.8	N/A	46.2	58.2	63.1	N/A	N/A
Female	13	100.0	23.1	30.8	38.5	7.7	46.2	68.3	73.1	N/A	N/A
White	23	100.0	13.0	43.5	39.1	4.3	52.2	76.8	79.4	No	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	49.7	51.7	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	51.4	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	17.9	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	38.9	45.1	I/S	I/S
Subsidized meals	16	100.0	25.0	43.8	31.3	N/A	37.5	52.3	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	26	100.0	30.8	46.2	23.1	N/A	30.8	59.0	62.3	Yes	Yes
Male	13	100.0	30.8	38.5	30.8	N/A	30.8	56.7	61.4	N/A	N/A
Female	13	100.0	30.8	53.8	15.4	N/A	30.8	61.4	63.2	N/A	N/A
White	23	100.0	30.4	43.5	26.1	N/A	34.8	72.6	75.3	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	44.2	42.9	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	54.1	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	19.4	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	44.4	47.1	I/S	I/S
Subsidized meals	16	100.0	31.3	62.5	6.3	N/A	18.8	47.7	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	26	100.0	65.4	23.1	7.7	3.8	11.5	N/A	N/A	N/A	N/A
Male	13	100.0	69.2	15.4	15.4	N/A	N/A	N/A	N/A	N/A	N/A
Female	13	100.0	61.5	30.8	N/A	7.7	7.7	N/A	N/A	N/A	N/A
White	23	100.0	60.9	26.1	8.7	4.3	13.0	N/A	N/A	N/A	N/A
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	16	100.0	68.8	25.0	6.3	N/A	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	37	100.0	8.3	41.7	27.8	22.2	61.1	53.5	65.9
	2011	26	100.0	19.2	42.3	34.6	3.8	46.2	63.1	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	37	100.0	13.9	19.4	30.6	36.1	75.0	55.5	62.3
	2011	26	100.0	30.8	46.2	23.1	N/A	30.8	59.0	62.3

* Adjusted to account for natural variation in performance.